



PEP Hybrid Program Description

Instruction for Personalized Education Program (PEP) students at Bright Imaginations Preparatory Schools is delivered through a structured, teacher-guided, mastery-based approach aligned to Florida B.E.S.T. Standards. Certified instructional staff provide direct instruction in small-group and individualized settings, using a combination of explicit instruction, guided practice, and independent work tailored to each student's learning plan.

PEP students participate in scheduled instructional blocks during the remaining required instructional time, with lessons differentiated based on ongoing academic assessments and individual learning goals. Instructional materials may include teacher-led lessons, hands-on learning activities, and approved digital curriculum platforms used to reinforce skills and track progress.

Assignments and student work are monitored daily by instructional staff. Teachers review completed assignments, provide timely feedback, and document progress toward mastery of standards. Student performance is tracked through formative assessments, work samples, and periodic progress checks to ensure instructional effectiveness and compliance with PEP requirements.

Families receive regular communication regarding student progress, and instructional adjustments are made as needed to support continued academic growth. This structured monitoring process ensures accountability, instructional continuity, and academic support for all PEP students.

PEP Hybrid Attendance Requirements

Students enrolled in the PEP Hybrid Program at Bright Imaginations Preparatory Schools are required to attend in-person instruction at the school's physical location a minimum of two (2) days per week, in compliance with Florida Department of Education guidelines.

On non-attendance days, students will engage in structured learning activities supported by assigned materials, digital platforms, and family-guided instruction.

Attendance will be documented and monitored by the school to ensure compliance with program requirements.



Time	Activity	Purpose	How This Supports Learner Goals & Outcomes
7:45–8:00	Morning Arrival	Parent drop-off, transitioning in	Supports emotional regulation, independence, and smooth separation. Builds learner confidence, autonomy, and readiness to engage in learning.
8:00–8:25	Breakfast	Family-style breakfast, informal bonding time	Builds social skills, communication, independence, and community. Supports SEL goals and prepares learners emotionally and physically for academic engagement.
8:25–9:00	Academic Reinforcement Time	Cross-curricular academic center tasks reinforcing weekly concepts	Reinforces mastery through hands-on, short-duration tasks aligned to literacy, math, and science standards. Encourages choice, self-direction, and application of learning across content areas.
9:00–9:25	Morning Meeting	Reflection, sharing, character development, mindfulness	Develops communication skills, self-awareness, empathy, and leadership. Directly supports BIP's character development goals and positive learner identity.
9:25–9:45	Lessons	Personalized, hands-on lessons	Delivers explicit instruction aligned to standards while allowing differentiation and small-group instruction. Supports mastery-based progression and individualized learning pathways.
9:45–10:15	Recess	Unstructured outdoor play	Supports physical health, self-regulation, collaboration, and problem-solving. Reinforces SEL skills and improves focus for academic learning.
10:15–11:00	Literacy & Phonics	Indoor/outdoor literacy instruction	Builds strong foundational literacy skills aligned to Science of Reading principles. Supports reading, writing, communication, and long-term academic success.
11:00–11:45	Math & Science	Integrated math and science instruction	Develops number sense, reasoning, inquiry, and critical thinking. Encourages curiosity, perseverance, and real-world application of concepts.
11:45–12:00	Cool Down	Mindfulness, reflection, transitions	Supports emotional regulation and self-awareness. Helps learners process learning and transition calmly, reinforcing executive functioning skills.



Time	Activity	Purpose	How This Supports Learner Goals & Outcomes
12:00–12:30	Lunch	Family-style lunch, informal bonding	Builds social skills, responsibility, independence, and community. Reinforces respectful communication and healthy routines.
12:30–1:00	Movement	Music, movement, physical education	Supports gross motor development, focus, and emotional regulation. Enhances brain development and readiness for afternoon learning.
1:00–1:30	Recess	Unstructured outdoor play	Provides sensory regulation, peer collaboration, and problem-solving opportunities. Supports resilience and sustained attention for later learning blocks.
1:30–2:00	Spanish	World language instruction	Builds early bilingual exposure, cultural awareness, cognitive flexibility, and global perspective aligned to BIP's global learner goals.
2:00–2:30	The Arts	Visual arts or performing arts	Encourages creativity, self-expression, confidence, and perseverance. Supports whole-child development and alternative pathways for demonstrating mastery.
2:30–2:45	Cool Down Transition	Prepare for dismissal, documentation	Reinforces reflection, organization, and responsibility. Supports executive functioning and smooth transitions from school to home.
2:45–3:00	Dismissal	End-of-day transition	Ensures safe, calm transitions while reinforcing routines, independence, and closure of the learning day.
3:00–5:00	Aftercare & Enrichment Programs	Extended learning & enrichment	Provides enrichment, socialization, and interest-based learning opportunities. Supports working families while extending BIP's whole-child and enrichment mission.